

# ***WALKABOUT\****

√	<b><i>BEFORE</i></b>
---	----------------------

√	<b><i>DURING</i></b>
---	----------------------

√	<b><i>AFTER</i></b>
---	---------------------

The **Walkabout** helps to engage students in a learning task by activating their prior knowledge and evoking discussion on an issue before they read the selected text.

√	1. Set Purpose for Reading
√	2. Tap & Use Prior Knowledge
√	3. Make Connections
√	4. Predict, Confirm & Adjust Predictions
	5. Use Text & Vocabulary (Language Cues) to Construct & Confirm Meaning
	6. Create Visual Images
	7. Recognize Key Ideas & Supporting Details
	8. Monitor Understanding & Use a Variety of “Fix Up” Strategies
√	9. Make & Confirm Inferences & Conclusions
√	10. Recall, Reflect, Evaluate & Apply

## ***HOW TO USE:***

1. The teacher reads the selection and notes between 3 and 6 questions which address the main concepts of the reading, and which can be phrased in a ‘true/false’ format.
2. The teacher gathers a poster (paper quality not important) for each question, and writes one true false question at the top of each.
3. Before class, the teacher affixes these to the walls of the classroom to make ‘learning stations’ an appropriate distance apart. The questions should be concealed somehow, in a manner of the teacher’s choosing.
4. The teacher divides the class into a number of learning groups that equal the number of posters.
5. The teacher briefs the students on how the activity will work;
  - a) Each group will begin at a different station. At each station they will have 3-5 minutes to discuss the question, decide whether they agree or disagree and mark their decision as true or false on the poster.
  - b) They should also briefly explain their decision and concisely note any differences of opinions within the group.
  - c) At the end of the allotted time, they move to the next poster and repeat the process. This continues until each group has examined each poster.
  - d) While remaining at the last poster they examined, each group discusses what has been written on the posters and shares what is on the poster with the entire group.
6. The teacher leaves the posters on the wall for the duration of the learning activity- as the students read the passage, they may refer to the posters and compare what they are learning to both the questions posed on the posters, and the class’s responses to them.
7. In post reading discussion, the students share how their ideas may have changed. The activity may then be connected to a larger project or assignment within the unit.